

# THE WEEK

**The Week  
at a  
Glance**



4	Israel's campaign to degrade Hamas' military	News	Amid growing international calls for a cease-fire, Israel continued an offensive in Gaza to eradicate Hamas leadership and military capabilities, in response to a sustained barrage of more than 4,000 rockets fired at Israeli towns.	World Studies
5	CDC lifts mask rules for vaccinated Americans	News	Many Americans took off their face masks after the Centers for Disease Control scrapped almost all of its masking and social-distancing recommendations for people fully vaccinated against Covid-19, an unexpected announcement that was met with celebration and confusion.	Government Health
6	Jan. 6: Should a bipartisan commission investigate?	News	House Minority Leader Kevin McCarthy reversed himself and called on the GOP caucus to reject a proposed bill, brokered by McCarthy's own negotiators, for a 9/11-style, bipartisan commission to investigate the attempted insurrection.	Government Legal Studies
11	Boycotting the 2022 Olympics	News	Human rights activists are calling for the U.S. to boycott the 2022 Winter Olympics in Beijing. Will that happen?	World Studies Human Rights Education
33	Reopening: The post-pandemic office takes shape	News	As companies develop plans to reopen offices, more are envisioning the workplace as a "destination for innovation, collaboration, networking, coaching, and socializing," rather than solitary tasks. For some businesses, this has meant a complete reimagining of the office.	Business Economics

**BRIEFLY: Quick Questions & Ideas To Engage Students**

Tokyo: Scrap the Olympics PAGE 9	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. According to the article, why are doctors demanding that this summer's Tokyo Olympics be cancelled?</li> <li>3. Why do you think the Japanese prime minister wants the Olympics to go on as scheduled?</li> <li>4. Which people and groups would be most affected by this decision? Do you think that this summer's Olympics should be cancelled or go on as scheduled? Explain your answer.</li> </ol>
Critical race theory: The culture war over schools PAGE 16	<ol style="list-style-type: none"> <li>1. According to the article, what is "critical race theory"?</li> <li>2. What is a "culture war," how would you describe the current culture war related to critical race theory?</li> <li>3. With which quotes from this article do you most agree, and why?</li> </ol>
Environment: Bitcoin's power problem PAGE 20	<ol style="list-style-type: none"> <li>1. What do you know about Bitcoin?</li> <li>2. According to the article, why did Elon Musk announce that he would no longer accept Bitcoin as payment for Teslas?</li> <li>3. How are Bitcoins mined, and how does this contribute to the power problem that is referenced in the headline?</li> <li>4. Would you invest in Bitcoin? Why or why not?</li> </ol>

**FEATURE OF THE WEEK: The Cover**

Invite students to look at this week's cover and answer the questions.	<ol style="list-style-type: none"> <li>1. Describe the illustration on this week's cover. What story does the image tell?</li> <li>2. List the symbols in the illustration, and explain what each represents and why each is used. How does the illustrator use specific techniques, like exaggeration, to tell a story?</li> <li>3. What do you think the illustrator's point of view is on this story, based on the choices in the illustration?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1 :</b> Based on the article, "Jan. 6: Should a bipartisan commission investigate?" (p. 6) and additional articles in this week's issue	
<b>VOCABULARY</b>	bipartisan, commission, caucus, insurrection, opposition, absurd, prowl, principled, buttress, coup, override, certify
<b>DISCUSS</b>	1. How does examining different viewpoints on a controversial issue help you better understand it? 2. How do you typically handle it when someone has a completely different viewpoint from you? 3. What is the risk of looking at a one-sided historical narrative?
<b>DO (IN PERSON OR REMOTE)</b>	1. Write the following two sentences on the board; (1) "Rep. Paul Gosar of Arizona described the (Jan. 6) rioters as 'peaceful patriots,' while Rep. Andrew Clyde of Georgia likened the violent insurrection to a 'normal tourist visit.'" (2) The GOP is now trying to memory-hole "one of the darkest days in modern American history." . 2. Ask students if they know what news story both quotes are referring to. Invite them to read the story, "Jan. 6: Should a bipartisan commission investigate?" on page 6 and highlight information that explains the Republican point of view in one color and information that explains the Democrats' point of view in another. Introduce the term "controversy," and ask students why they think this topic is considered the "Controversy of the week." 3. Invite students to select another article from the issue about a controversial topic. Before reading the article, direct them to summarize what they know and what their opinion is about the topic or news event. Then, challenge them to research four different people's opinions on the topic. These opinions can come from the article itself or from other sources. Along with the opinions, direct them to list information about each person, any relevant affiliations, and why they might have that opinion. 4. Invite each student to summarize whether any of the opinions they researched changed their own and with which person's viewpoint they most agree and most disagree, and why. 5. Finally, create an "agree" and a "disagree" wall or online slide, and invite students to write the opinions they most agree and disagree with on literal or digital sticky notes to post on the walls or online slide. Challenge students to draw conclusions, based on the opinions that are selected.
<b>EXTEND</b>	Invite students to write a Week-style "Talking Points" article that supports one of the opinions they selected.

<b>MAIN FEATURE OF THE WEEK #2:</b> Based on the article, "Boycotting the 2022 Olympics?" (p. 11)	
<b>VOCABULARY</b>	boycott, controversial, rivaling, outcry, genocide, horrific, indoctrinization, subjected, ratcheted, robust, invasion, eroded, buttressed, retaliation, dispute
<b>DISCUSS</b>	1. In your opinion, are boycotts effective? 2. To what extent should sports be political, if at all? 3. What issue, if any, would inspire you to boycott something?
<b>DO (IN PERSON OR REMOTE)</b>	1. Write the following years and locations from prior Olympic games on a board or online slide, and challenge students to identify what all of them have in common: 1936 Olympic games in Germany; 1956 Olympic games in Australia; 1964 Olympic games in Japan; 1976 Olympic games in Canada; 1980 Olympic games in the Soviet Union; 1984 Olympic games in the United States; and 1988 Olympic games in South Korea. 2. Explain that all of these Olympic games were boycotted by one or more countries. Challenge student groups to define what a boycott is and to list what they think the benefits and challenges of boycotts might be. Explain that a boycott is defined as "to decide not to participate in something or with someone (organization, person, country) as a protest or punishment." Discuss: How do they think an Olympic boycott impacts the athletes from the boycotting country and other athletes? How does it impact the host country? What do students know about what prompted any of the Olympic boycotts? What issues might prompt a country from boycotting the Olympics? 3. Invite each group to choose one of the Olympic boycotts from the introductory activity to research. Challenge them to gather information about which countries boycotted that year's Olympic games, what sparked the boycott, and what if anything resulted from the action. Direct each group to present its information. 4. Challenge the class to evaluate what would make a boycott successful, Using that criteria, which of the boycotts they researched would they consider successful? 5. Ask students what they know about the call for the U.S. and other nations to boycott the 2022 Olympic games in China. Invite students to read and annotate the article and to identify the reasons behind the proposed boycott. Then, find and read at least one additional article that supports a U.S. boycott of the China Olympic games and one that opposes it. Finally, invite students to complete this sentence: The U.S. (should/should not) boycott the 2022 Olympic games in China because _____.
<b>EXTEND</b>	Invite students to watch <a href="#">this video</a> from the United States Holocaust Memorial Museum about the 1936 Olympic games in Germany.

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.